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ABSTRACT

This paper contains an instrument for evaluating college counselors as esteem-builders, using Borba's Analysis of Self-Esteem. The instrument is divided into five components, each of which should be fostered in a student by the counselor: (1) Security, a feeling of strong assuredness; (2) Selfhood, a feeling of individuality; (3) Affiliation, a feeling of belonging, acceptance, or relatedness in relationships that are considered important; (4) Mission, a feeling of purpose and motivation in life; and (5) Competence, a feeling of success and accomplishment in things regarded as important or valuable. Each component includes elements that the counselor must know when counseling a student and fostering his or her self-esteem. These elements fall under the categories "esteem builders," "possible indicators of weak competence," and "possible indicators of strong competence." An evaluation scale with questions also is provided for each component. (Contains 20 references.) (EMH)

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COUNSELORS AS ESTEEM-BUILDERS

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The five components of self-esteem (Security, Selfhood, Affiliation, Mission, and Competence) are derived from Michele Borba's* exhaustive analysis of self-esteem.* These components are the bases for the charts evaluating counselors as esteem-builders. Each component is identified as an esteem builder based on the following criteria:

The component must be:

- a general characteristic felt by individuals with high self-esteem;
- well substantiated as a major element of self-esteem in major self-esteem research;
- one that an esteem builder could enhance using well-defined tasks and roles.

Borba, Michele. (1989). Esteem builders. Torrance, CA: Jalmar Press.

S E C U R I T Y

A feeling of strong assuredness. Involves feeling comfortable and safe; knowing what is expected; being able to depend on individuals and situations; and comprehending rules and limits.

To foster a sense of security in students, the counselor must take into account the following elements: (1) Esteem Builders, (2) Possible Indicators of Weak Security, and (3) Possible Indicators of Strong Security.

ESTEEM BUILDERS

- Build a Trusting Relationship
- Set Reasonable Limits and Rules That Are Consistently Enforced
- Create a Positive and Caring Environment

POSSIBLE INDICATORS OF WEAK SECURITY

- avoids situations or environment;
- withdraws from close physical contact even with known persons;
- distrusts others; avoids or hesitates in forming close personal attachments;
- exhibits stress or anxiety symptoms (that is, nail biting, thumb sucking, hair twirling, teeth grinding, shaking, crying without apparent reason);
- challenges authority;
- displays excessive and/or unfounded fears;
- is uncomfortable with new experiences;
- lacks knowledge of who can be counted on.

POSSIBLE INDICATORS OF STRONG SECURITY

- knows who to count on and trust;
- generally feels safe and secure, therefore risks separating from trusted sources for brief periods;
- displays few symptoms of stress and anxiety (see above);
- has formed trusting, personal relationship with a significant other;
- is comfortable with close physical contact from known persons;
- handles change and spontaneity with relative ease.

PART I

EVALUATION OF COUNSELORS

S E C U R I T Y

A feeling of strong assuredness. Involves feeling comfortable and safe; knowing what is expected; being able to depend on individuals and situations; and comprehending rules and limits.

Checklist of Counselor Behaviors
that Promote Security

Never 1	Sometimes 2	Frequently 3	Always 4		
_____	_____	_____	_____	1.	Does the counselor let each student feel he/she is accepted, welcomed, and important?
_____	_____	_____	_____	2.	Does the counselor share his/her own thoughts and feelings with his/her students?
_____	_____	_____	_____	3.	Does the counselor provide time to listen to his/her students?
_____	_____	_____	_____	4.	Does the counselor respect the privacy and confidentiality of his/her students?
_____	_____	_____	_____	5.	Does the counselor convey realistic and reasonable expectations to his/her students (high enough to be challenging but still capable of being met)?
_____	_____	_____	_____	6.	Do students see the counselor as an individual whom they can depend on and trust?

S E C U R I T Y
(Continued)

A feeling of strong assuredness. Involves feeling comfortable and safe; knowing what is expected; being able to depend on individuals and situations; and comprehending rules and limits.

Checklist of Counselor Behaviors that Promote Security

Never 1	Sometimes 2	Frequently 3	Always 4		
_____	_____	_____	_____	7.	Does the counselor make an effort to personalize his/her relationships with students (i.e., send personal notes, phone home, greet students personally)?
_____	_____	_____	_____	8.	Does the counselor set reasonable and meaningful rules and limits within his/her learning environment?
_____	_____	_____	_____	9.	Are the counselor's students clearly aware of these rules and limits? Do they understand the consequences/rewards?
_____	_____	_____	_____	10.	Does the counselor's attitude convey a positive model to his/her students?
_____ +	_____ +	_____ +	_____ =		Total: _____

Areas the counselor could improve in to increase the development of a student's sense of security: _____

_____

_____

S E L F H O O D

A feeling of individuality. Acquiring self-knowledge, which includes an accurate and realistic self-description in terms of roles, attributes, and physical characteristics.

To foster a sense of selfhood in students, the counselor must take into account the following elements: (1) Esteem Builders, (2) Possible Indicators of Weak Selfhood, and (3) Possible Indicators of Strong Selfhood.

ESTEEM BUILDERS

- Reinforce More Accurate Self-Descriptions
- Provide Opportunities to Discover Major Sources of Influence on the Self
- Build an Awareness of Unique Qualities
- Enhance Ability to Identify and Express Emotions and Attitudes

POSSIBLE INDICATORS OF WEAK SELFHOOD

- frequently uses negative statements regarding self and others;
- embarrasses easily, oversensitive to criticism;
- lacks confidence in physical self or necessary physical skills, therefore rarely engages in fine or gross motor activities;
- is dependent on adults, anxious to please them;
- is uncomfortable with praise; denies, undermines, disregards or becomes embarrassed;
- conforms or mimics others; is unwilling to express self in own way or risk being different;
- may seek acknowledgment for negative characteristics;
- is misinformed regarding roles, attributes or physical characteristics;
- dresses in extremes, either to attract attention or cover up the body.

POSSIBLE INDICATORS OF STRONG SELFHOOD

- handles fine and gross motor activities with ease;
- expresses uniqueness and individuality, risks being different;
- has an accurate self-description in terms of physical characteristics, capabilities, roles and attitudes;
- generally makes positive statements toward self and others;
- identifies and expresses emotions appropriately;
- is comfortable accepting praise.

S E L F H O O D

A feeling of individuality Acquiring self-knowledge, which includes an accurate and realistic self-description in terms of roles, attributes, and physical characteristics.

Checklist of Counselor Behaviors that Promote Selfhood

Never 1	Sometimes 2	Frequently 3	Always 4	
_____	_____	_____	_____	1. Does the counselor express to students traits and characteristics that could enhance their feelings of self-worth?
_____	_____	_____	_____	2. Does the counselor provide opportunities for students to discover their interests, attitudes, roles, and physical characteristics?
_____	_____	_____	_____	3. Does the counselor create situations for students to reflect upon significant influences in their past and present, and how these have played a role in their self-perceptions?
_____	_____	_____	_____	4. Does the counselor encourage students to express their uniqueness and to risk being different?
_____	_____	_____	_____	5. Does the counselor help students explore feelings and attitudes that promote their awareness of what they value?
_____	_____	_____	_____	6. Does the counselor help students learn to make positive statements and accept praise?

S E L F H O O D
(Continued)

A feeling of individuality. Acquiring self-knowledge, which includes an accurate and realistic self-description in terms of roles, attributes and physical characteristics.

Checklist of Counselor Behaviors that Promote Selfhood

Never 1	Sometimes 2	Frequently 3	Always 4		
_____	_____	_____	_____	7.	Does the counselor accept students for their differences?
_____	_____	_____	_____	8.	Does the counselor allow students opportunities to increase their list of self-descriptions?
_____	_____	_____	_____	9.	Does the counselor encourage students to develop a sense of pride in their unique qualities?
_____	_____	_____	_____	10.	Does the counselor avoid equating the students' work with their self-worth?
_____ +	_____ +	_____ +	_____ =		Total: _____

Areas the counselor could improve in that will help develop selfhood in his/her students: _____

_____

_____

A F F I L I A T I O N

A feeling of belonging, acceptance, or relatedness in relationships that are considered important. Feeling approved of, appreciated, and respected by others.

To foster the feeling of affiliation in students, the counselor must take into account the following elements: (1) Esteem Builders, (2) Possible Indicators of Weak Affiliation, and (3) Possible Indicators of Strong Affiliation.

ESTEEM BUILDERS

- Promote Inclusion and Acceptance Within the Group
- Provide Opportunities to Discover the Interests, Capabilities and Backgrounds of Others
- Increase Awareness of and Skills in Friendship Making
- Encourage Peer Approval and Support

POSSIBLE INDICATORS OF WEAK AFFILIATION

- has difficulty initiating and maintaining friendships;
- connects with objects rather than people;
- is easily influenced by others;
- isolates self from the group, appears to be lonely;
- is uncomfortable working in group settings, which may result in behaviors such as: withdrawal, reticence, bullying, showing-off, being silly, monopolizing, being uncooperative;
- ridicules or rejects others, being insensitive to their emotions and needs;
- feels that others don't value him/her;
- brags and boasts excessively to gain approval;
- relies on adult companionship as sole source of affiliation;
- is seldom sought out by others.

POSSIBLE INDICATORS OF STRONG AFFILIATION

- understands the concept of friendship and initiates new relationships;
- shows sensitivity and compassion toward others;
- demonstrates ability to cooperate and share;
- is comfortable in group settings;
- easily achieves peer acceptance and is sought by others;
- demonstrates appropriate social skills;
- feels valued by others.

A F F I L I A T I O N

A feeling of belonging, acceptance, or relatedness in relationships that are considered important. Feeling approved of, appreciated, and respected by others.

Checklist of Counselor Behaviors that Promote Affiliation

Never 1	Sometimes 2	Frequently 3	Always 4	
_____	_____	_____	_____	1. Does the counselor provide the opportunity for every student to feel accepted?
_____	_____	_____	_____	2. Does the counselor provide all students with the opportunity for group entry?
_____	_____	_____	_____	3. Does the counselor allow each student to participate as a functioning, contributing group member?
_____	_____	_____	_____	4. Does the counselor help students acquire special skills in friendship making?
_____	_____	_____	_____	5. Does the counselor provide opportunities for students to gain peer recognition and approval?
_____	_____	_____	_____	6. Does the counselor encourage students to show approval and support toward one another?
_____	_____	_____	_____	7. Does the counselor allow classmates to discover the interests, capabilities, and backgrounds of one another?

A F F I L I A T I O N
(Continued)

A feeling of belonging, acceptance, or relatedness in relationships that are considered important. Feeling approved of, appreciated, and respected by others.

Checklist of Counselor Behaviors that Promote Affiliation

Never 1	Sometimes 2	Frequently 3	Always 4		
_____	_____	_____	_____	8.	Does the counselor teach students to praise one another for their accomplishments?
_____	_____	_____	_____	9.	Does the counselor encourage students' sensitivity toward the needs and feelings of fellow classmates?
_____	_____	_____	_____	10.	Does the counselor plan activities that encourage a sense of class/college spirit and pride?

_____ + _____ + _____ + _____ = Total: _____

Areas the counselor could improve in to increase the development of a student's sense of affiliation: _____
_____
_____

M I S S I O N

A feeling of purpose and motivation in life. Self-empowerment through setting realistic and achievable goals and being willing to take responsibility for the consequences of one's decisions.

To foster a sense of mission in students, the counselor must take into account the following elements: (1) Esteem Builders, (2) Possible Indicators of Weak Mission, and (3) Possible Indicators of Strong Mission.

ESTEEM BUILDERS

- Enhance Ability to Make Decisions, Seek Alternatives and Identify Consequences
- Aid in Charting Present and Past Academic and Behavioral Performances
- Teach the Steps to Successful Goal-setting

POSSIBLE INDICATORS OF WEAK MISSION

- lacks motivation and initiative;
- cannot see alternatives or solutions;
- feels powerless, therefore may exhibit attention-getting behaviors such as whining or tattling to gain control;
- appears aimless, without direction;
- rarely succeeds due to poor goal-setting (goals are either too high, too low or nonexistent);
- is overdependent on others and feels incapable of being in charge and influencing others;
- avoids taking responsibility for own actions; blames others, denies or inveigles others to do his/her work;
- indecisive; seeks to avoid making own decisions.

POSSIBLE INDICATORS OF STRONG MISSION

- appears purposeful with a clear sense of direction;
- is self-directed and initiating;
- takes responsibility for his/her own actions and recognizes the consequences;
- is decisive because he/she feels sufficiently empowered to have influence over the outcome of decisions;
- seeks alternative solutions to problems;
- sets achievable and realistic goals;
- accurately assesses current capability and skills as well as past performances.

M I S S I O N

A feeling of purpose and motivation in life. Self-empowerment through setting realistic and achievable goals and being willing to take responsibility for the consequences of one's decisions.

Checklist of Counselor Behaviors that Promote Mission

Never 1	Sometimes 2	Frequently 3	Always 4		
_____	_____	_____	_____	1.	Does the counselor aid students in identifying what they want to achieve?
_____	_____	_____	_____	2.	Does the counselor take the time to discuss aspirations and goals with students?
_____	_____	_____	_____	3.	Does the counselor help students assess their present as well as previous performance capabilities?
_____	_____	_____	_____	4.	Does the counselor provide opportunities for students to check their progress regularly?
_____	_____	_____	_____	5.	Does the counselor encourage students to acknowledge their goal-setting results?
_____	_____	_____	_____	6.	Does the counselor help students to set realistic goals that are attainable?
_____	_____	_____	_____	7.	Does the counselor encourage students to consider alternatives in problem solving and to make their own decisions?

M I S S I O N
(Continued)

A feeling of purpose and motivation in life. Self-empowerment through setting realistic and achievable goals and being willing to take responsibility for the consequences of one's decisions.

Checklist of Counselor Behaviors that Promote Mission

Never 1	Sometimes 2	Frequently 3	Always 4		
_____	_____	_____	_____	8.	Does the counselor allow students to discover the consequences of their actions?
_____	_____	_____	_____	9.	Does the counselor encourage students to influence their own direction in their studies and projects?
_____	_____	_____	_____	10.	Does the counselor avoid undue comparison of students' individual performances?

_____ + _____ + _____ + _____ = Total: _____

Areas the counselor could improve in to increase the development of a student's sense of mission: _____
_____
_____

C O M P E T E N C E

A feeling of success and accomplishment in things regarded as important or valuable. Aware of strengths and able to accept weaknesses.

To foster a feeling of competence in students, the counselor must take into account the following elements: (1) Esteem Builders, (2) Possible Indicators of Weak Competence, and (3) Possible Indicators of Strong Competence.

ESTEEM BUILDERS

- Provide Opportunities to Increase Awareness of Individual Competencies and Strengths
- Teach How to Record and Evaluate Progress
- Provide Feedback on How to Accept Weaknesses and Profit from Mistakes
- Teach the Importance of Self-Praise for Accomplishments.

POSSIBLE INDICATORS OF WEAK COMPETENCE

- is reluctant to contribute ideas or opinions;
- is unwilling to take risks;
- acts as if helpless and is dependent in areas where he/she can or should be competent;
- acts out in areas where he/she feels incompetent by displaying frustration, withdrawal, lack of participation, resisting, defying, daydreaming, cheating;
- does not attempt many tasks because of overriding fear of failure or insecurity (displays "I can't" attitude and doesn't try);
- is a poor loser; magnifies any loss or displays poor sportsmanship;
- uses negative self-statements regarding accomplishments and may discount or discredit any achievement.

POSSIBLE INDICATORS OF STRONG COMPETENCE

- seeks out challenges, takes risks;
- accepts weaknesses and uses mistakes as learning tool;
- is aware of strengths and positive characteristics;
- generally feels successful at things deemed important;
- eagerly shares opinions and ideas;
- displays good sportsmanship, can handle defeat;
- recognizes accomplishments and achievements, and may verbalize or internalize positive self-statements regarding them.

C O M P E T E N C E

A feeling of success and accomplishment in things regarded as important or valuable. Aware of strengths and able to accept weaknesses.

Checklist of Counselor Behaviors that Promote Competence

Never 1	Sometimes 2	Frequently 3	Always 4	
_____	_____	_____	_____	1. Does the counselor provide opportunities for each student to succeed?
_____	_____	_____	_____	2. Is the counselor's expectations of his/her students realistic - that is, related to what each one can accomplish?
_____	_____	_____	_____	3. Does the counselor provide opportunities for awards and recognition beyond strictly "academic achievement"?
_____	_____	_____	_____	4. Does the counselor invite his/her students to expand their special talents and interests and share them with their peers?
_____	_____	_____	_____	5. Does the counselor express confidence in his/her students' ability to learn and give them feedback on how to increase their competence?
_____	_____	_____	_____	6. Does the counselor sequence OCD topics in small steps so that every student has the opportunity to succeed?

C O M P E T E N C E
(Continued)

A feeling of success and accomplishment in things regarded as important or valuable. Aware of strengths and able to accept weaknesses.

Checklist of Counselor Behaviors that Promote Competence

Never 1	Sometimes 2	Frequently 3	Always 4		
_____	_____	_____	_____	7.	Does the counselor assess his/her students' knowledge of subject matter so that he/she is fully apprised of their capabilities?
_____	_____	_____	_____	8.	Does the counselor take steps to ensure that students assess their own progress and not compare themselves to others?
_____	_____	_____	_____	9.	Does the counselor encourage students to praise themselves for their accomplishments?
_____	_____	_____	_____	10.	Does the counselor provide opportunities for students to become aware of their own capabilities and strengths?
_____ +	_____ +	_____ +	_____ =		Total: _____

Areas the counselor could improve in to increase the development of a student's sense of competence: _____
_____
_____

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Esteem-Builders

A SENSE OF SECURITY

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Esteem-Builders

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